School Accountability Report Card
Reported for School Year 2003-04
Published During 2004-05

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site http://www.cde.ca.gov/ta/ac/sa/definitions04.asp. Most data presented in this report were collected from the 2003-04 school year or from the two preceding years (2001-02 and 2002-03). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2002-03.

School Information		District Information	
School Name	Mary B. Perry High School	**District Name**	California Education Authority
Principal	Ronetta McLean-Smith	**Superintendent**	Tami McKee-Sani (A)
Street	3100 Wright Road	**Street**	4241 Williamsborough Drive
City, State, Zip	Camarillo, CA 93010	**City, State, Zip**	Sacramento, CA 95843
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School Description and Mission Statement

The Ventura Youth Correctional Facility opened its door for girls as Ventura School for girls in 1962. At that time, only one other CYA facility housed female offenders. In 1970, the first males arrived at Ventura School (now, Mary B. Perry High School). Until 2003, male offenders constituted two thirds of the ward population. In 2003, all male wards were moved to other CYA facilities leaving VYCF once again an all girls' school.

The girls have always had access to a variety of programs. These include middle and high school programs, vocational education and training, community college, and for some, access to Bachelors Degree programs through correspondence. Additionally, qualified girls receive specialized counseling services, intensive drug and alcohol education and treatment, and Fire Camp experience. A Free Venture program and the potential for work furlough programs create powerful incentives for some of the VYCF girls.

The spiritual needs of VYCF wards find expression weekly in Catholic, Protestant, Moslem, and Native American services and activities. Many volunteers support these and other spiritual activities.

In 1990, Ventura Youth Correctional Facility, in conjunction with the California Department of Forestry, opened the Sylvester Carraway Public Service and Fire Center. In 2005, this program continues to house male offenders who are trained as fire fighters and conservation workers. They have earned the respect and appreciation of the community through their tireless work during fire season and when floods, landslides and other disasters descend upon California. An all girls' crew, too, is similarly trained and participates, as do the boys when disasters occur.

Volunteers at VYCF represent a critical link between the facility and the community. Approximately 150 volunteers provide tutoring, serve as volunteer visitors, surrogate parents for special education, and as members of the Citizens Advisory Committee. These volunteers, too, raise thousands of scholarship dollars that are used by paroling students to further their education at community colleges, universities, and trade schools.

The availability of these services and opportunities provide the best opportunities for success that any VYCF ward has ever had. Those that participate fully can look forward to re-entering society with the skills and ethics necessary to participate fully in society.

It is the mission of the Ventura Youth Correctional Facility to improve public safety through evidence based crime prevention and recidivism reduction strategies. Primary among these is academic and vocational education and training.

At Mary B. Perry High School we empower all of our students to become fully productive members of their communities by providing them the opportunity to develop skills needed to succeed as responsible, educated, law abiding members of society.

The Mission Statement for the California Education Authority: "The mission of the California Education Authority is to empower each student to become a civil, responsible, employable and knowledgeable lifelong learner."

Opportunities for Parental Involvement

Contact Person Name	Ronetta McLean-Smith	Contact Person Phone Number	(805)485-7952 ext. 3226

Parents' opportunities for involvement are often compromised by distance and transportation issues. Nevertheless, parents must be asked to participate in Individual Education Plan (IEP) meetings, even if their participation is limited to teleconferencing. Parents are welcome and have been encouraged to attend IEP meetings whenever possible. Parents of both special education and non-special education students may telephone school administration at any time to discuss their child's educational progress. Parents are invited to attend graduations and all other school functions that involve their children.

I. Demographic Information

Student Enrollment, by Grade Level
Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	0	Grade 9	35
Grade 1	0	Grade 10	54
Grade 2	0	Grade 11	36
Grade 3	0	Grade 12	27
Grade 4	0	Ungraded Secondary	0
Grade 5	0		
Grade 6	0		
Grade 7	0		
Grade 8	0		
Ungraded Elementary	0	Total Enrollment	152

Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	47	32	Hispanic or Latino	71	48
American Indian or Alaska Native	5	3	Pacific Islander	3	2
Asian	2	1	White (Not Hispanic)	19	13
Filipino	0	0	Multiple or No Response	1	1

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	2004	Date Last Discussed with Staff	*Monthly meetings*

At Mary B. Perry High School, as with other CYA sites, a trained security force maintains safety. Additionally, each classroom is equipped with a telephone and an intercom. Each teacher wears a security device that summons security when a safety or security breach is imminent. Students may be sent from class if they pose a threat to self or other. One faculty member is assigned to follow up with students who represent a threat in the classroom. Security monitors all student movements to insure safety and security. Class size, location of teacher's desk, etc. are all subject to review for safety and security. Safety training is ongoing for all school personnel.

School Programs and Practices that Promote a Positive Learning Environment

Values and character education concepts are a part of a positive learning environment ay Mary B. Perry High School. Additionally, multi-cultural activities, arts programs and other special assemblies contribute to the learning environment. Graduation is held every year. High school grads, GEDs and AA degrees are acknowledged. Parents and guests attend the ceremony and the party that follows. A library, staffed by a Senior Librarian (MLS) maintains materials that support the core curriculum and the individual reading preferences of the students. Citizens Advisory Committee is very active in providing tutoring services and in raising scholarship money that helps deserving students continue their college and trade training programs.

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2002	2003	2004	2002	2003	2004
Number of Suspensions	0	0	0	0	0	0
Rate of Suspensions	0	0	0	0	0	0
Number of Expulsions	0	0	0	0	0	0
Rate of Expulsions	0	0	0	0	0	0

School Facilities
Safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair. Description of the condition and cleanliness of the school grounds, buildings, and restrooms.

Eighteen academic and four vocational classrooms are used for presentation of the core curriculum, electives and vocational classes. A library and law library are maintained for student use. A music room, one of the academic classrooms, is equipped with practice rooms and enhanced acoustics. A gymnasium provides a modified basketball court, a cemented area for handball, rollerskating, badminton and other activities. Outdoor basketball is also available. A swimming pool is used for PE classes and for recreational purposes on the weekends and after school. Additional PE activities are carried out on the field. Running, softball, soccer and other seasonal sports use the field regularly. An auditorium is used for graduation and special assemblies.

III. Academic Data

Standardized Testing and Reporting (STAR)
Through the California Standardized Testing and Reporting (STAR) program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2-11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. The NRT tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

California Standards Tests (CST)
The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at http://star.cde.ca.gov/ or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - All Students
Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English-Language Arts	4	9	17	3.6	4.4	5.8	32	35	36
Mathematics	0	0	1	3	6	2.5	31	35	34
Science	0	0	0	2	4.3	2.5	30	27	25
History-Social Science	0	0	4	6.6	2.9	4	28	28	29

CST - Racial/Ethnic Groups
Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	8	0	0	0	7	0	0
Mathematics	0	0	0	0	0	0	0
Science	0	0	0	0	0	0	0
History-Social Science	0	0	0	0	8	0	0

CST – Subgroups
Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English-Language Arts	0	6	0	0	100	0	100	0
Mathematics	0	0	0	0	0	0	0	0
Science	0	0	0	0	0	0	0	0
History-Social Science	0	1	0	0	100	0	100	0

Norm Referenced Test (NRT)
Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT-6), the current NRT adopted by the State Board of Education, are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. The CAT-6 was adopted in 2003; therefore, no data are reported for 2002. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at http://star.cde.ca.gov/ or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT- All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Reading	10	4	11	13	9.47	8.24	---	43	43
Mathematics	4	0	8	7	6.6	6.6	---	50	51

NRT- Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	7	0	0	0	15	0	0
Mathematics	0	0	0	0	9	0	0

NRT- Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	0	20	0	0		13	0	0
Mathematics	0	7	0	0		3	0	0

Local Assessment   PENDING

Data reported are the percent of students meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
K									
1									
2									
3									
4									
5									
6									
7									
8									
9	5	10	3	2	2	0	5	6	2
10	10	15	5	9	8	2	10	12	8
11	10	15	5	9	12	2	10	12	8
12	2	5	3	3	2	1	2	6	4

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at http://www.cde.ca.gov/ta/tg/pf/. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	0	0	0				24.8	26.7	22.9
7	0	0	0				29.1	31.3	27.0
9	0	0	0	14.9	0	14.9	26.3	25.3	27.2

Academic Performance Index (API)   **N/A**

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

Statewide Rank: Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at http://www.cde.ca.gov/ta/ac/ap/ or by speaking with the school principal.

Schoolwide API

API Base Data				API Growth Data			
	2001	**2002**	**2003**		**From 2001 to 2002**	**From 2002 to 2003**	**From 2003 to 2004**
Percent Tested				**Percent Tested**			
API Base Score				**API Growth Score**			
Growth Target		**N/A**		**Actual Growth**			
Statewide Rank							
Similar Schools Rank							

Mary B. Perry High School is not participating in API. We are classified as CDE as an alternative school. Our data is found in the Alternative School Assessment Model (ASAM).

API Subgroups – Racial/Ethnic Groups

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
African-American				**African-American**			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				**American Indian or Alaska Native**			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				**Asian**			
API Base Score				ore			
Growth Target							
Filipino				**Filipino**			
API Base Score				ore			
Growth Target							
Hispanic or Latino				**Hispanic or Latino**			
API Base Score				ore			
Growth Target							
Pacific Islander				**Pacific Islander**			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (not Hispanic)				**White (not Hispanic)**			
API Base Score				API Growth Score			
Growth Target				Actual Growth			

N/A

API Subgroups – Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
API Base Score				API Growth Score			
Growth Target				Actual Growth			

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code*, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.*

Federal Intervention Program

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the California Department of Education Web site at http://www.cde.ca.gov/ta/ac/ay/ or by speaking with the school principal.

	School	District
Year Identified for Program Improvement		---
Year in Program Improvement	N/A	--
Year Exited Program Improvement		--
Number of Schools Currently in Program Improvement		-
Percent of Schools Identified for Program Improvement	---	

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "Yes" in the following table displaying Overall AYP Status indicates that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school or district's AYP status was approved. Additional data by subgroup show whether all groups of students in the school and district made the annual measurable objectives for the percent proficient or above and the participation rate required under AYP. Detailed information about AYP can be found at the California Department of Education Web site at http://www.cde.ca.gov/ta/ac/ay/ or by speaking with the school principal.

Overall	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---			---		

Subgroups	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---			---		
African American	---			---		
American Indian or Alaska Native	---			---		
Asian	---			---		
Filipino	---			---		
Hispanic or Latino	---	N/A		---		
Pacific Islander	---			---		
White (not Hispanic)	---			---		
Socioeconomically Disadvantaged	---			---		
English Learners	---			---		
Students with Disabilities	---			---		

IV. School Completion (Secondary Schools)

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic status, gender, and ethnic group.

Dropout Rate and Graduation Rate
Data reported regarding progress toward reducing dropout rates over the most recent three-year period include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9-12 dropouts divided by grades 9-12 enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Enrollment (9-12)	702	732	346	4752	5058	3861	1735576	1772417	1830664
Number of Dropouts	0	0	0	0	0	0	47899	48210	58493
Dropout Rate (1-year)	0	0	0	0	0	0	2.8	2.7	3.2
Graduation Rate	100	100	100	100	100	100	86.7	87.0	86.7

Formula does not fit CEA schools, enrollment is required for all non-graduate students.

V. Class Size

Average Class Size and Class Size Distribution
Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.

Grade Level	2002				2003				2004			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
K-3												
3-4												
4-8												
Other	18	22			16	15			12	15		

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Subject	2002 Avg. Class Size	2002 Number of Classrooms			2003 Avg. Class Size	2003 Number of Classrooms			2004 Avg. Class Size	2004 Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	18	3			16	2			12	2		
Mathematics	18	2			16	2			12	2		
Science	18	1			16	1			12	1		
Social Science	18	3			16	2			12	2		

Class Size Reduction

California's K-3 Class Size Reduction Program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2002	2003	2004
K			
1			
2			
3			

N/A

VI. Teacher and Staff Information

Core Academic Courses Not Taught by NCLB Compliant Teachers

The No Child Left Behind Act (NCLB) requires that **all** teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at http://www.cde.ca.gov/nclb/sr/tq/.

For a school, the data reported are the percent of a school's classes in core content areas not taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core content areas not taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district.

	School	District
This School	0	0
All Schools in District	---	
High-Poverty Schools in District	---	
Low-Poverty Schools in District	---	

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1". If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2002	2003	2004
Total Teachers	28	20	18
Teachers with Full Credential	28	20	18
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)	1	1	0
Teachers in Alternative Routes to Certification (district and university internship)	0	0	0
Pre-Internship	0	0	0
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	0	0	0
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0	0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

	2002	2003	2004
Misassignments of Teachers of English Learners	---	---	0
Total Teacher Misassignments	---	---	0

Teacher Education Level

Data reported are the percent of teachers by education level.

	School	District
Doctorate	0	2
Master's Degree plus 30 or more semester hours	32	23
Master's Degree	16	12
Bachelor's Degree plus 30 or more semester hours	26	38
Bachelor's Degree	5	6
Less than Bachelor's Degree	21	19

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

	2002	2003	2004
Vacant Teacher Positions	---	---	10

Teacher Evaluations

As a matter of policy, each teacher must be evaluated annually. This evaluation is preceded by a formal observation using specific rubrics for standards, classroom records, classroom environment, behavior management, assessment, and records. These evaluations become a part of each teacher's permanent employee record. Evaluations include annual goals that are reviewed at the time of each subsequent evaluation. School administrators observe classrooms, informally, on a regular basis. New teachers are probationary for the first year and are formally evaluated every three months.

Substitute Teachers

For approximately three years substitutes were not used to cover classes when teachers were absent. During this time, the sub list dwindled to only one or two teachers. We are currently recruiting new substitutes. Hiring procedures are slow and discourage many applicants. It can take six months or more before an applicant can be assigned.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Counselor	1
Librarian	1
Psychologist	1
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	2
Other	0

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0	0:0

VII. Curriculum and Instruction

School Instruction and Leadership

Appropriately credentialed teachers, most with years of experience, teach all academic courses. Four vocational classes provide students with work experience training in Office Technology, Culinary Arts, Janitorial Skills, and Animal Care. Classes are scheduled for 300 minutes per day, four 75-minute periods. CYA maintains a minimum standard of 240 minutes of instruction per day. The high school program at Mary B. Perry High School is accredited by the Western Association of Schools and Colleges (WASC). Each teacher participates in monthly WASC department and focus group meetings. One teacher form each focus group attends a monthly Leadership meeting, which is also attended by the Principal, Vice Principal, and representatives from other institutional departments. School administrators possess clear Administrative Services credentials. The Principal represents Mary B. Perry High School at institutional meetings and in the community.

Professional Development

Professional development is available to all faculty members. Some professional activities have been made mandatory. In the last three years, appropriate faculty members have been trained in Highpoint/Holt reading instruction, Special Education goals and objectives, transition, and behavior management, GED and CELDT testing, Emotional Disturbances, SDAIE, CPR, Computer Network, and reading, math, science, and social science conferences. Additionally, all Teaching Assistants who must comply with NCLB have been granted up to twenty hours per week to attend college courses needed for their AA degrees.

Quality and Currency of Textbooks and Other Instructional Materials

All textbook purchases are subject to the approval of the Principal and the District. Textbooks in all subject areas are up

to date and aligned with the California State standards. Most core texts are supplemented by additional materials as requested by individual teachers and approved by the Principal. A full-time Senior Librarian maintains a collection that supports the core curriculum and provides opportunities for recreational readers. Vocational classes are equipped with tools and materials that are at least comparable with industry standards.

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

The availability of sufficient state-adopted (grades K-8) and standards-aligned (grades K-12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (for grades K to 12, inclusive); and science laboratory equipment (for grades 9 to 12, inclusive), as appropriate.

Core Curriculum Areas	Availability of Textbooks/Materials
Reading/Language Arts	yes
Mathematics	yes
Science	yes
History/Social Science	yes
Foreign Language	no
Health	yes
Science Laboratory Equipment (grades 9-12)	no

Instructional Minutes

The California *Education Code* establishes a required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K		36,000
1		50,400
2		50,400
3		50,400
4		54,000
5		54,000
6		54,000
7		54,000
8		54,000
9	87120	64,800
10	87120	64,800
11	87120	64,800
12	87120	64,800

Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9		180 days
10	N/A	180 days
11		180 days
12		180 days

Total Number of Minimum Days

During the 2003-04 school year, Mary B. Perry had 52 minimum days.

VIII. Post-Secondary Preparation (Secondary Schools)

Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes. The data for Fine and Performing Arts include AP Art and AP Music, and the data for Social Science include IB Humanities. *Eligible High School students can dual enroll in High School courses and Junior College courses.*

Subject	Number of Courses	Number of Classes	Enrollment
Fine and Performing Arts			
Computer Science			
English			
Foreign Language			
Mathematics			
Science			
Social Science			

Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission (a duplicated count) by the total number of students enrolled in all courses (also a duplicated count).

Number of Students Enrolled in All Courses	Number of Students Enrolled in Courses Required For UC and/or CSU Admission	Percent of Students Enrolled in Courses Required For UC and/or CSU Admission
0	0	0

Graduates Who Have Completed All Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for UC and/or CSU admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number Of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
0	0	0

SAT I Reasoning Test

Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation. Detailed information regarding SAT results may be found at the California Department of Education Web site at http://www.cde.ca.gov/ds/sp/ai/. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Grade 12 Enrollment									
Percent of Grade 12 Enrollment Taking Test		N/A							
Average Verbal Score									
Average Math Score									

College Admission Test Preparation Course Program

Students who earn a high school diploma, GED. or CHSPE are encouraged to enroll in the Ventura Community College Program. College admission testing itself is limited to the completion of requirements needed for community college enrollment. Students are supported in their efforts to enroll in four-year schools, but must arrange their own tuition and financial aid.

Degree to Which Students Are Prepared to Enter Workforce

Literacy and numeracy are emphasized as the skills most needed by our students. To this end, some students spend half of each school day enrolled in remedial reading programs. Students who have achieved high school equivalency in reading and math may prepare for the workforce by enrolling in college, vocational classes, or applying for institutional jobs. Some students may be eligible for work furlough programs in the community.

Enrollment and Program Completion in Career/Technical Education (CTE) Programs

Data reported are from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2002-2003 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Secondary CTE Students			Grade 12 CTE Students		
Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate
54	0	0	0	0	0	0

IX. Fiscal and Expenditure Data

County offices of education are not required to report average salaries and expenditures. The California Department of Education's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

Average Salaries (Fiscal Year 2002-2003)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code Section* 41409. Detailed information regarding salaries may be found at the California Department of Education Web site at http://www.cde.ca.gov/ds/fd/cs/ and http://www.cde.ca.gov/ta/ac/sa/salaries0203.asp.

	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	3574-4342	48,450.00
Mid-Range Teacher Salary	3918-4759	67,452.00
Highest Teacher Salary	5744	86,454.00
Average Principal Salary (Elementary)	NA	NA
Average Principal Salary (Middle)	NA	NA
Average Principal Salary (High)	77,772.00	90,200.00
Superintendent Salary	106,248.00	128,194.00
Percent of Budget for Teacher Salaries	95%	
Percent of Budget for Administrative Salaries	1%	

Expenditures (Fiscal Year 2002-2003)

Data reported are total dollars expended in the district and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at http://www.cde.ca.gov/ds/fd/ec/.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars Per Student (ADA)	Dollars Per Student (ADA)
$46,595,000.00	0	0	0

Types of Services Funded

Title 1/ESEA – Neglected and Delinquent
Title 3/ELL
Carl Perkins/Part A – State Leadership
Carl Perkins/Park B – Secondary Education
Workforce Investment ACT – Adult Education, Family Literacy
Special Education/IDEA Part B
Library-Media Program
Prop/98General Fund
Lottery – State Special Fund